

2018-2019

EPP Bachelor Performance Report

Wingate University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Wingate University is a private coeducational institution, formerly affiliated with the North Carolina Baptist Convention and now maintaining Baptist foundation. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to develop educated, ethical, and productive citizens at home and abroad by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university seeks to cultivate and promote knowledge, nurture faith, and encourage service. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were

unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923, Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each candidate's program of study. All undergraduate degree programs at Wingate require candidates to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Ballantyne Campus in suburban Charlotte. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.) in Elementary Education. In recent years' additional programs have been added: M.A.Ed. and Add-On licensure in Educational Leadership (2006), AIG Add-On licensure (2006), Ed.S. and Ed.D. in Educational Leadership (2008). In 2006 the M.A.Ed. in Physical Education was added; however, declining enrollments and decreased demand for advanced licensure in Physical Education led to the discontinuance of the M.A.Ed. in Physical Education in spring 2017.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on

professional ethics throughout the program, and a global studies component in which globalization is explored in courses across the disciplines. Candidate involvement in a wide range of religious, humanitarian, and professional organizations and projects reflects our commitment to service. Professional knowledge and applied teaching and teacher leadership components enable candidates to make ethical and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education candidates benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Partnerships with our diverse local public schools provide extensive and intensive clinical experiences. Candidates who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each candidate demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching and graduate practicum programs, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the candidates well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as adjunct faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and candidate projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6); Elementary Education and Reading (K-12); Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science); Biology/Chemistry Education (9-12); English and Education (9-12); Social Studies Education (9-12); Mathematics and Education (9-12); Music Education (K-12); Physical Education (K-12); and add-on licensure in Academically/Intellectually Gifted Education (AIG). Graduate programs include the Master of Arts in Education (K-6), both traditional and 4 + 1 programs, for individuals who already hold elementary school teaching licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master's level licensure). In 2008, graduate programs were again expanded to include the Education Specialist and Doctor of Education programs in Educational Leadership. As previously noted, the M.A.Ed. in Physical Education was discontinued in spring 2017.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	

Brief description of unit/institutional efforts to promote SBE priorities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All licensure candidates must successfully complete a course entitled Introduction to Differentiated Instruction for All Learners in which they are required to demonstrate their ability to provide differentiated instruction through class projects, as well as during a focused field experience. Additionally, subject area method courses include instruction on how to differentiate instruction for the various content areas.

During the student teaching experience, all licensure candidates must demonstrate proficiency or better on the North Carolina Teacher Candidate Evaluation Rubric. Standard 2, “Teachers establish a respectful environment for a diverse population of students.”, and more specifically, Substandard 2d, “Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.” Licensure candidates work with their clinical educators, university supervisors, and other school-based specialists to adapt instruction to meet the needs of special needs students. Evidence of their effectiveness is recorded on their final student teaching evaluation.

Wingate University doesn’t have a program to prepare candidates for a special education license.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All licensure candidates must successfully complete a course entitled Content Literacy for Elementary and Middle Grades or Content Area Literacy, depending on their intended area of licensure. Strategies for effectively teaching limited English proficient students are addressed in both courses. Additionally, licensure candidates complete field experiences where they work under the supervision of clinical educators to address the unique English language acquisition needs of limited English proficient students.

Wingate University doesn’t have a program to prepare candidates for a special education license.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All licensure candidates must successfully complete a course entitled Introduction to Differentiated Instruction for All Learners. Attributes and characteristics of universal design are addressed in that course. Licensure candidates demonstrate their understanding

by creating lessons that incorporate elements of universal design. The use of technology to support instruction is integrated throughout methods courses and general education courses. Students complete lessons that include components of digital learning in multiple courses; use Canvas to create a learning module that includes a sample assignment with a scoring rubric, graded quiz, graded discussion, external URL, an assignment group, and a content page; and create a website designed to promote literacy. Throughout their course of study, which culminates with student teaching, licensure candidates complete a Technology Passport that documents that they are proficient on all elements of the North Carolina Digital Learning Competencies for Educators.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Licensure candidates have opportunities to integrate components of edTPA Task 3: Assessing Student Learning in methods classes and general education classes. Elements of Task 3 require licensure candidates to develop high quality assessments; collect data from student completion of the assessments; characterize student performance of the skills and knowledge being assessed at the individual, small group, and whole class levels; provide individual feedback; and make instructional decisions based on the results. Licensure candidates are encouraged to use spreadsheets, learning management systems, such as Canvas, and other digital learning applications to collect and analyze evidence of student learning.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

All K-6 licensure candidates must successfully complete a course entitled Integrating Fine Arts in the Elementary Curriculum in which they are required to demonstrate their ability to integrate arts education across the curriculum in a field experience. The social studies methods course at both the undergraduate and graduate levels require that candidates complete a project integrating the essential standards from the fine arts and the social studies. Additionally, the mathematics methods course at both the undergraduate and graduate levels, require candidates to study the connection between mathematics and

the visual arts and how the integration of art enhances students understanding of mathematics. As a general education requirement, all candidates must earn at least two hours of credit in Fine Arts and complete Lyceum activities in fine arts.

Explain how your program(s) and unit conduct self-study.

Annually, each licensure program develops Student Learning Outcomes (SLOs) and Program Outcomes (POs), which meet or exceed the expectations the North Carolina Board of Education and the university have for teacher candidate degree programs. At the completion of each academic year, data are collected to determine if SLOs and POs have been met. At the beginning of the following academic year, the results are presented to the School of Education faculty and staff for discussion, action, and revision. Based on the results and discussion, action is taken to revise program policies and amend SLOs and POs. This cyclical process is repeated for each academic year.

Further the university requires all degree programs to complete annual Program Reviews which are shared with the School of Education faculty and staff, as well as, the university senior administration. These Program Reviews examine data collected to determine the extent to which education programs are meeting the expectations the university has for all degree programs, such as enrollment, student retention, faculty development, financial efficiency, etc. One key component of the Program Review is the narrative that includes an explanation of what effort is being made to build on strengths and address areas of concern. Based on the data, changes are made to enhance programs throughout the School of Education.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Candidates are placed in field experiences that include low performing schools. The placements are tracked by the Field Experience Coordinator. Each field experience is clearly described and expectations are listed with each methods course. During the 2017-2018 Academic Year, we moved to an outcomes-based model that emphasized successful completion of tasks for each course and receipt of an evaluation from the K-12 host teacher(s). Students failing to successfully complete all field experiences and/or who received an unsatisfactory rating from the host teacher could not earn higher than a “D” in the associated class as stipulated on all course

syllabi. The table below provides a list of courses that require field experiences in K-12 settings.

Course Number	Courses Requiring a Field Experience
ED 300	Teaching: The Profession
ED 301	Foundations of Education
ED 303	Education Psychology
ED 304	Exploring Diversity
ED 305	Introduction to Differentiated Instruction for All Learners
Ed 306	Curriculum and Instruction
ED 308	Reading Foundations Grades K-8
HPE 320	Methods of Health Instruction
ED 322	Literacy Across the Curriculum
ED 323	Children's Literature Grades K-6
ED 324	English Methods for Secondary Teachers
ED 325	Adolescent Literature Grades 6 – 9 and 9 – 12
ED 331	Middle Grades Curriculum and Instruction
ED 335	Classroom Strategies for the Secondary Teacher Grades 9 – 12
ED 353	Developing Scientific Inquiry in the Elementary Grades
ED 354	Middle Grade and Secondary Science Methods
ED 358	Teaching Problem Solving and Quantitative Reasoning in the Elementary Grade
ED 359	Middle Grades Mathematics Methods Grades 6 - 9
ED 360	Math Methods Grades 9 – 12
ED 361	Promoting Healthy Lifestyles in the Elementary Grades
ED 362/ART 362	Integrating Fine Arts in the Elementary Curriculum
ED 366/ART 366	Teaching Methods for Art Majors Grades K – 6
ED 367/ART 367	Teaching Methods for Art Majors Grades 6 – 12

Course Number	Courses Requiring a Field Experience
ED 371/MUS 371	Elementary Music Methods
ED 374/MUS 374	Middle School Choral Methods
ED 376/MUS 376	Middle School Instrumental Methods
HPE 380	Elementary Physical Education Methods Grades K – 6
ED 384/MUS 384	High School Methods
ED 385/HPE 385	Middle/Secondary School Physical Education Methods
ED 386/MUS 386	High School Instrumental Methods
ED 390	Teaching Citizenship and Global Issues Grades 9 – 12
ED 392	Teaching Citizenship and Global Issues Grades K – 6
ED 395	Teaching Citizenship and Global Perspectives Grades 6 – 9
ED 399	Special Topics in Education
ED 410	Teaching Writing and Communication
HPE 410	Adapted Sport and Physical Education
ED 411	Reading Assessment and Intervention
ED 420	Investigations in Reading
ED 421	Reading Programs: Organization, Management and Effective Strategies and Methods
ED 491	Introduction to Gifted Education
ED 492	Social and Emotional Needs of the Gifted/Talented
ED 493	Methods and Materials in Gifted Education
ED 494	Curriculum Development for the Gifted
ED 4** a,b,c,	Student Teaching

For a comprehensive description of field experiences, please see the Field Experience Handbook at this link:

<https://drive.google.com/file/d/0B-rB-6wSM6TYS2dRMmRyTl8tYkU/view>

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Candidates will either be scheduled for the beginning student teaching experience in the fall with field experiences scheduled in the spring or they will be scheduled for an end-of-year student teaching experience with field experiences in the fall, depending on the individual candidate's program completion date.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Wingate Elementary School
Start and End Dates	June-July 2018
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To raise the reading levels of selected K-3 students and provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: Globally Competitive Students
Number of Participants	12 teachers, approximately 20 students
Activities and/or Programs Implemented to Address the Priorities	Monday through Thursday students came to school and participated in three hours of intense reading tutoring. Teachers from Wingate Elementary school and recent graduates of Wingate University received training in the Orton Gillingham method. Once teachers were trained, daily tutoring ensued allowing instruction for children during the summer months while also teaching in-service teachers on new approaches to help struggling readers.
Summary of the Outcome of the Activities and/or Programs	Data indicates some regression, but less than usual from students not engaged in literacy activities during the summer months.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Wingate Elementary
Start and End Dates	August 2018-December 2018
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To raise the reading levels of selected K-3 students and provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: Globally Competitive Students
Number of Participants	15 pre service teachers participating in tutoring and 15 students participating in tutoring

Activities and/or Programs Implemented to Address the Priorities	In fall 2018 a Wingate professor taught ED 411 Reading Assessment and Intervention on site at Wingate Elementary. For this course the students assessed a student in the after school program and then tutored one-on-one with children in their after school program using the data from their assessments to guide their instruction. Pre-service teachers in course spent 45 minutes on Monday and Wednesday working with the students on identified literacy goals.
Summary of the Outcome of the Activities and/or Programs	Both students in the after school program and pre-service teachers had a positive attitude after the completion of tutoring. Many children in the after school program did not want their Reading Buddies to leave. Additionally, the pre-service teachers create an Assessment notebook of the assessments given, decisions made based on those assessments, and the plans used for their student.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Wingate Elementary School
Start and End Dates	January 2019-April 2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To raise the reading levels of selected K-3 students and to provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: Globally Competitive Students
Number of Participants	24
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates had opportunities to be active members of a school community while taking teacher education courses: Children's and Young Adult Literature.
Summary of the Outcome of the Activities and/or Programs	Additional experience for students to members and get to know a local school on a regular basis.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Wingate Elementary School
Start and End Dates	January 2018-April 2018
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To raise the reading levels of selected K-3 students and to provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: Globally Competitive Students
Number of Participants	19 elementary school students; 19 teacher candidates
Activities and/or Programs Implemented to Address the Priorities	During the spring 2019 semester, a Wingate professor taught ED 308 Reading Foundations onsite at Wingate Elementary School. For this course the students tutor one on one children in their after school program. Pre-service teachers enrolled in course spent 45 minutes on Monday and Wednesday working with the students on identified literacy goals.

Summary of the Outcome of the Activities and/or Programs	Both students in the after school program and pre-service teachers had a positive attitude after the completion of tutoring. Many children in the after school program did not want their Reading Buddies to leave. Additionally, the pre-service teachers create a Kid watching notebook of all the artifacts, anecdotal notes, and plans they used. This is a great document for future reflection and can also be used for interviews.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Wingate Elementary School, Marshville Elementary School
Start and End Dates	4/2018 (one day)
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools and to provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: 21st Century Professionals; Leadership
Number of Participants	All students at Wingate Elementary School, Marshville Elementary and approximately 15 student and faculty volunteers for every hour from 10:00-1:00.
Activities and/or Programs Implemented to Address the Priorities	To provide teachers at Wingate Elementary School and Marshville Elementary School with a duty free lunch, students and faculty from Wingate University assisted students during lunch.
Summary of the Outcome of the Activities and/or Programs	Appreciations were expressed from teachers at both schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Rock Rest Elementary School, East Union Middle School, Forest Hills High School
Start and End Dates	August 2018 - May 2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools and to provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: 21st Century Professionals; Leadership
Number of Participants	75 Wingate teacher education candidates, 1 Wingate faculty
Activities and/or Programs Implemented to Address the Priorities	ED 300 Teaching: The Profession Class school visit
Summary of the Outcome of the Activities and/or Programs	Wingate University students gain insight into the career path of an elementary school administrator; her expectations for teachers; and the nature of teaching at the elementary level.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/All Schools
Start and End Dates	August 2018 - December 2018

Priorities Identified in Collaboration with LEAs/Schools	Rationale: To ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools and to provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: 21st Century Professionals; Leadership
Number of Participants	200 Wingate teacher candidates, 6 Wingate faculty
Activities and/or Programs Implemented to Address the Priorities	Field experiences conducted as a learning component of all education classes. Wingate University students work directly with experienced educators in K - 12 classrooms. Under the direction of their clinical educator, they work with individual students, small groups, and whole classes in a variety of teacher tasks.
Summary of the Outcome of the Activities and/or Programs	Wingate students served more than 20,000 hours assisting in local schools. They routinely and consistently indicate that a strength of our teacher preparation program is the opportunities they have during field experiences to work directly with students and experienced educators. Representatives from the district also indicate the benefits of having our students assist in classrooms.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/All Schools
Start and End Dates	January 2019 - May 2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: To ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools and to provide opportunities for teacher education candidates to have authentic clinical experiences with diverse populations and in high priority schools. Priorities: 21st Century Professionals; Leadership
Number of Participants	175 Wingate teacher candidates, 6 Wingate faculty
Activities and/or Programs Implemented to Address the Priorities	Field experiences conducted as a learning component of all education classes. Wingate University students work directly with experienced educators in K - 12 classrooms. Under the direction of their clinical educator, they work with individual students, small groups, and whole classes in a variety of teacher tasks.
Summary of the Outcome of the Activities and/or Programs	Wingate students served more than 4,000 hours assisting in local schools. They routinely and consistently indicate that a strength of our teacher preparation program is the opportunities they have during field experiences to work directly with students and experienced educators. Representatives from the district also indicate the benefits of having our students assist in classrooms.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Middle and High School girls across Union County Public Schools participating in the Delta GEMS and Delta Academy programs of Union County Alumnae Chapter of Delta Sigma Theta Sorority, Inc.
Start and End Dates	November 17, 2018-May 18, 2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: The Delta GEMS and Delta Academy programs offer opportunities for middle and high school girls with great promise who may lack the support and resources needed to reach their full potential. Sessions are held once a month on Saturdays at the J. Ray Shute Community Center in Monroe. Field trips are also a part of the programs. Priorities: Globally Competitive Students

Number of Participants	50 students, 2 Wingate Professors, 10 Wingate undergrad students
Activities and/or Programs Implemented to Address the Priorities	November 17, 2018--Academy: Navigating the Road to High School Successfully & GEMS: Navigating the Road To and Through College Successfully. January 19, 2019--Academy: Math Matters: Using Technology to Enhance Math Skills & GEMS: Money Matters: Financially Fit for Greatness!
Summary of the Outcome of the Activities and/or Programs	We received excellent feedback from the girls and from the sorority members. They were highly engaged and appreciative. The girls also had an opportunity to verbally and visually share what they had gained from the sessions and field trips during the closing ceremony in May.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Public Schools
Start and End Dates	start:8/31/019 end: 8/31/2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: Professional development for tutors and teachers. Priorities: 21st Century Professionals; Leadership
Number of Participants	4
Activities and/or Programs Implemented to Address the Priorities	Algebra tiles training with high school mathematics tutors
Summary of the Outcome of the Activities and/or Programs	High school tutors were trained to use algebra tiles as a manipulative to support struggling Math I students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Public Schools
Start and End Dates	start 2/13/2019 end: 2/13/2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: Professional development for tutors and teachers. Priorities: 21st Century Professionals; Leadership
Number of Participants	7
Activities and/or Programs Implemented to Address the Priorities	Algebra tiles training with high school mathematics tutors
Summary of the Outcome of the Activities and/or Programs	High school tutors were trained to use algebra tiles as a manipulative to support struggling Math I students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sardis Elementary, Marshville Elementary
Start and End Dates	April 1, 2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: Development of preservice teacher know-how and skills. Understanding of developmental differences across K-5 grades. Priorities: 21st Century Professionals; Leadership
Number of Participants	4 HPE majors. The HPE majors saw hundreds of students during this experience

Activities and/or Programs Implemented to Address the Priorities	Upper level HPE majors are paired with an elementary PE teacher to assist and run stations at field day
Summary of the Outcome of the Activities and/or Programs	The impact on student learning was assessed informally through discussion. Testimony acknowledging meeting the priorities to at least some extent. It also indicated significant increases of appreciation for the importance of organization and for field day in general.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Wingate Elementary School
Start and End Dates	August 2018-December 2018
Priorities Identified in Collaboration with LEAs/Schools	Rationale: Title 1 school that is in need of ongoing supplies due to low socioeconomic status of the school. Priorities: Healthy and Responsible Students
Number of Participants	5 Wingate SNCAE members and Assistant Principal of Wingate Elementary School
Activities and/or Programs Implemented to Address the Priorities	Items/Supplies for Wingate Elementary School
Summary of the Outcome of the Activities and/or Programs	Students of North Carolina Association of Educators collaborated with events such as International Reading Day (providing handmade bookmarks for all 1st graders) and donating school supplies from a school supply drive held at Wingate University.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	16 Middle and High Schools in Union County
Start and End Dates	August 2018-April 2019
Priorities Identified in Collaboration with LEAs/Schools	Rationale: Raise appreciation and awareness of the benefits of music education and enhance school music programs. Priorities: Globally Competitive Students
Number of Participants	Seven Wingate Faculty members, 15 music education majors, and dozens of other Wingate Students participated. The number of K-12 participants ranged from 30-400.
Activities and/or Programs Implemented to Address the Priorities	Wingate Choral Department visits school for interactive performances. Wingate Choral department also hosts students at Wingate for clinics and competitions.
Summary of the Outcome of the Activities and/or Programs	1900 students participated through interactive performances, clinics, and competitions; awareness of the benefits of music education was increased and school music programs were enhanced.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
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Male	16
Female	65
Race/Ethnicity	Number
Hispanic / Latino	2
Asian	1
African-American	4
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	68
Multi-Racial	2
Student does not wish to provide	4

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic/Latino	1	Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	11	White	58
	Multi-Racial		Multi-Racial	2
	Not Provided	1	Not Provided	3
	Total	16	Total	66
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	

	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary	11	5				
MG		1				
Secondary	4	1				
Special Subjects	8	2				
EC						
VocEd						

Special Services						
Total	23	9	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Wingate	33	88	73
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Union County Public Schools	257
Charlotte-Mecklenburg Schools	124
Anson County Schools	49
Stanly County Schools	46
Cabarrus County Schools	33
Gaston County Schools	27
Union Academy Charter School	16
Richmond County Schools	15
Wake County Schools	12
Rowan-Salisbury Schools	11

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,237.37
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	26.41
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	496.41
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	N/A
MEAN GPA	3.49
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers	16-17 Takers	16-17 Percent	17-18 Takers	17-18 Percent	18-19 Takers	18-19 Percent

		Employed 2016-17		Passing		Passing		Passing
Elementary (grades K-6)	35	22	22	73	22	86	22	91
M.G. Math	1	1	1	*	1	*	1	*
M.G. Social Studies	2							
Math (grades 9-12)	2	1	1	*	1	*	1	*
Biology	1							
Social Studies (grades 9-12)	1							
Physical Education	1	1						
Health and Physical Ed	4	3	3	*	3	*	3	*
Music	7	5	5	100	5	100	5	100
Institution Summary	54	33	32	81	32	91	32	94
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	5	12			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by
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		institution
6	4	2

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:6

K. Teacher Effectiveness

Institution: Wingate University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	63.9%	34.7%		72	31
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	56.9%	40.3%		72	31
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			77.8%	20.8%	N/A	72	31
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not	Developing	Proficient	Accomplished	Distinguished	Sample	Missing

	Demonstrated					Size	
Inst. Level:		N/A	75.0%	22.2%		72	31
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	72.2%	26.4%		72	31
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	14.0%	76.0%	10.0%	50	53		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		